SOC-S 100 (16663) - INTRODUCTION TO SOCIOLOGY
Instructor - Arthur Alderson

This course has three general objectives: (1) to introduce you to the field of sociology; (2) to help you to acquire a broad understanding of the social forces that influence the world in which we live; and (3) to equip you with some of the tools that you will need to prosper in the future, both at IU and in the world beyond.

My goal in this course is to help you develop an informed perspective on contemporary U.S. society. While much of the course will directly address the American experience, our approach to the study of human society will be comparative and historical. The guiding assumption of the comparative/historical method is that we can better understand our own society by learning more about other societies, past and present. Through discussions, readings, assignments, and lectures, we will engage a great deal of information on a broad range of human societies. As one of the course requirements, you will also investigate your own family history. These educational experiences are designed to help you to gain a new understanding of your own society and to help you develop a number of valuable skills.

SOC-S 100 (10790) - INTRODUCTION TO SOCIOLOGY
Instructor - Christine Von Der Haar

Like other social sciences, sociology views social life from its own perspective. Understanding that perspective is the primary goal of this course. It is from this perspective that students will learn the basic concepts, theories and methods of sociology. As we consider some of the most important topics in sociology, you will learn how to think in a different way. You will quickly discover that things are not always what they seem. This observation, which is commonly known as this first wisdom of sociology, turns most students into social detectives. Approaching lessons in this way shows students the value of sociology. Through assigned readings and class discussions, you will learn how to look behind the scenes and under the surface to figure out how things really operate in social life.

Topics covered in this introductory course include: social change, social structure, social inequality, social institutions (family, politics, economy, and education), culture, and socialization.

SOC-S 100 (10788) - INTRODUCTION TO SOCIOLOGY
Instructor - Timothy Hallett

This is not a traditional introduction to sociology course. Instead of using a textbook (which many people find boring), we are going to be reading autobiographies from a diverse collection of Americans. In classes, we are going to learn sociological concepts and apply them to the autobiographies, as a means to understand the books sociologically. In particular, we are going to focus on the individual actions and decisions (agency) apparent in the readings and the background social contexts (structure) that enable, constrain, and inform these individual actions. We will also consider how the oftentimes path-breaking actions (agency) of these individuals create opportunities (structure) for others. In addition to the readings, we will be analyzing portions of three documentaries in class. In light of these materials, I hope we will reflect on our own backgrounds and experiences as a means to inform our own actions in everyday life.
SOC-S 100 (13705) - INTRODUCTION TO SOCIOLOGY
Instructor: Timothy Hallett

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SOC-S 100 (10792) - INTRODUCTION TO SOCIOLOGY
Instructor: Robert Robinson

Note to pre-med students: This section of S100 is designed to help prepare you for the new social science section of the MCAT exam.

How do sociologists look at the social worlds we all inhabit? In this course we’ll learn that sociologists have a unique point of view—the sociological perspective. Through this lens we’ll look at everyday rituals of deference and domination, solidarity and boundary-marking, conformity and resistance. The sociological perspective can help us to understand connections between self and society, private troubles and public issues, deviance and normality, order and conflict, and continuity and change. We can use the sociological mindfulness that this perspective gives us to explore how meanings are negotiated, races constructed, genders forged, sexuality policed, work defined, underclasses contained, deviants shamed and families shaped. We can also use the sociological perspective to become aware of how our culture, institutions, families and friends shaped our lives and to explore what our responsibility is to change society for the better.

The overall aim of the course is to introduce you to a way of looking at the world—a sociological perspective or framework with which to ask meaningful questions about societies and their organization. Five specific features of the course derive from this broad goal. First, I assign only original scholarship by sociologists, rather than a textbook, as readings for the course. Reading original works by sociologists will give you the best sense of how a sociologist would approach a particular problem and work it through in terms of its origins, effects, and broader implications. Second, to challenge the tendency to view problems facing people in contemporary society as solely the result of individual flaws and virtues, I will encourage you to consider how social structural features of the society (e.g., the organization of the economy, political systems, the sexual division of labor) affect these problems. Third, although the main focus of the course is on U.S. society, materials on other societies and on processes of globalization, rationalization and consumption will be introduced. Fourth, through in-class exercises, surveys, and discussion, and through online exercises, we will explore and become more aware of our own assumptions about society. Fifth, we will explore sociology’s powerful message that each of us has a personal responsibility to either accept society as it is or work to change it for the better. The readings will consist of a reader and two paperback books. Note to pre-med students: This section of S100 is designed to help prepare you for the new social science section of the MCAT exam.
INTRODUCTION TO SOCIOLOGY

Instructor - Robert Robinson

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Note to pre-med students: This section of S100 is designed to help prepare you for the new social science section of the MCAT exam.

SOC-S 100 (13706) - INTRODUCTION TO SOCIOLOGY

Instructor - Anne Groggel

This course will introduce students to the study of human social life, groups, and societies. By learning the basic concepts, theories, and methods of sociology, students will gain the ability to look past individual actions to understand the relationship between human agency and social structure.

Students will focus on how social contexts enable, constrain, and inform individual actions and decisions.
**SOC-S 100 (13704) - INTRODUCTION TO SOCIOLOGY**
**Instructor - Landon Schnabel**

This course will serve as an introduction to the discipline of sociology. Learning about the sociological perspective offers students a new way of thinking about the world around them. Students will learn to think critically about the social forces that affect every aspect of their lives. Objectives of this class include encouraging students to gain a broad overview of the field of sociology, learn to apply sociological concepts to the everyday world, and develop critical thinking and analytic skills. Topics covered will include, but are not limited to, race, class, gender, sexuality, education, inequality, and social change.

**SOC-S 100 (16503) - INTRODUCTION TO SOCIOLOGY**
**Instructor - John Coutley**

Sociology helps us understand why people do what they do by examining the social settings in which people live their lives. The primary goal of this course is to help you think sociologically -- to think about the social factors that shape people's actions and beliefs -- and to show you how such thinking is useful. Through systematic examination, we will use sociology to make sense of people's behavior and ideas through three different approaches. First, students will learn about patterns social relations and interaction, how these patterns influence what people do and think, and how behavioral patterns differ across persons, cultures, and times. Second, students will examine structures of inequality by asking the question: who gets what? How can we explain uneven distributions of valued resources among individuals, groups, and societies? What are the social mechanisms that sustain or change those inequalities? Third students will learn about the great institutions common to, yet different in, all societies - politics, family, and religion - as well as recent social changes that shape and challenge inequalities, power structures, and institutions.

**SOC-S 100 (31370) - INTRODUCTION TO SOCIOLOGY**
**Instructor – Matthew Gougherty**

What unique perspectives do sociologists provide to help us better understand our world? Is it better to use a survey, interviews, or ethnography to study a youth subcultures? How do race, class, and gender impact your education and work experiences? Why is going to an art museum considered high culture, while watching a television show like The Real Housewives of Orange County considered low culture? How unequal is American society compared to other societies?

These are a few of the questions we will be addressing in this course, which is an introduction to the field of sociology. We will begin by discussing what sociology is, how sociologists do research, and the theories that guide the discipline. We will then substantively cover: socialization, culture, deviance, inequality, race, class, gender, education, politics, and work and the economy. The class format will be a combination of lecture, discussion, and multimedia presentations.

**SOC-S 100 (31371) - INTRODUCTION TO SOCIOLOGY**
**Instructor - William McConnell**

This course will introduce students to sociological research about the human social world. As a broad survey of the field, we will review classical and contemporary theories that ask critical questions about society, human agency, and social change. We will use these theoretical lenses to examine specific topics, including but not limited to sociology of health and medicine, social class,
and gender. We will also examine a variety of common social research methods. The overarching goal of the course is to develop analytic skills in order to reevaluate our common sense assumptions about individuals and society.

**SOC-S 100 (31372) - INTRODUCTION TO SOCIOLOGY**

**Instructor - Christopher Turner**

This course will provide an overview of sociology, giving students insight into how sociologists think about human social life and institutions. Through exposure to the major theories, concepts, and research methods in the discipline, students will develop a better understanding of the complexities of society and learn to challenge taken for granted assumptions about social life.

**SOC-S 100 (31373) - INTRODUCTION TO SOCIOLOGY**

**Instructor - Eric Wright**

The goal of this course is to provide students with a background in the fundamentals of sociology and the tools necessary to critically assess different aspects of society. Students will develop and use critical thinking skills to explore issues related to politics, religion, power, race, class, gender, sexuality, and other major social forces. In addition to learning about these topics through classical sociological theories and current research, students will discuss these issues in the context of current events, films, television shows, music, and literature.

**Instructor - Elizabeth Ferrufino**

**SOC-S 100 (10786) - INTRODUCTION TO SOCIOLOGY**

The goal of this course is to provide students with a broad overview of the foundational concepts and topics in the field of sociology. The course will develop in students the "sociological imagination," the ability to see the interaction between individual choice and the societal constraints imposed upon each of us. In other words, students will learn to understand how their personal biography is influenced and shaped by the historical period in which they live in and the social forces at played in our society. From a sociological perspective, we will explore such topics as inequality, race, class, and gender.

**SOC-S 100 (10787) - INTRODUCTION TO SOCIOLOGY**

**Instructor - Jennifer Puentes**

This course is designed to provide a broad overview and introduction to the discipline of sociology. We will begin by discussing what sociology is, how sociologists do research, and the theories that guide the discipline. Using your newly acquired sociological perspective, you will be able to gain a deeper understanding of social order in society and how social forces shape our world, including our attitudes, behaviors, customs, and interactions. Some of the topics covered will include gender, race, social class, sexuality, deviance, families, and the workplace.

**SOC-S 100 (10795) - INTRODUCTION TO SOCIOLOGY**
**Instructor - Emma Cohen**

The aim of this course is to introduce students to a sociological perspective from which they can think about society. As an introduction to the field of sociology, we will begin by learning the theories and methods that sociologists use in their research. Next, we will apply these tools as we explore a range of specific topics, including culture, education, race, class, gender, family, sexuality and health. Students will learn to think critically about how their own circumstances and choices are influenced by society and also shape our society in return. The class format will combine lectures, readings, and other media presentations in order to expand our analytical skills as we examine and challenge our assumptions about individuals and society.

**SOC-S 100 (10789) - INTRODUCTION TO SOCIOLOGY**

**Instructor - Felicia Helvey**

This course will serve as a broad introduction to sociology, the study of society and social behavior. In this course, students will be encouraged to develop their own "sociological imaginations" to think critically about how social forces shape our social worlds and how, in turn, we shape society. Students will be introduced to foundational social theories and concepts as well as subfields in the study of sociology. Topics covered include but are not limited to theory and methods, education, social stratification, race and ethnicity, social class, gender, and health. Throughout the course, students will be encouraged to apply sociological concepts and theories to their own interests and/or their experiences of daily life.

**SOC-S 100 (10791) - INTRODUCTION TO SOCIOLOGY**

**Instructor - Peter Lista**

In this course, students will be asked to think critically about their place in society and the world around them. By taking on the "sociological perspective" students will learn to unpack many of the taken-for-granted assumptions built into everyday life. The course will focus on a number of topics including social inequality, institutions and organizations, and globalization. By doing so students will learn to recognize how individual behavior translates into social change and how social structures constrain individual agency. At the end of the semester, students will be better able use sociological concepts and theory to understand social phenomenon.

**SOC-S 100 (34692) - INTRODUCTION TO SOCIOLOGY**

**Instructor - Shibashis Mukherjee**

This course is designed to provide a broad overview and introduction to the discipline of sociology. We will begin by discussing what sociology is, how sociologists do research, and the theories that guide the discipline. The sociological perspective can help us to understand connections between self and society, order and conflict, and continuity and change. The sociological perspective will also increase your awareness of how our culture, institutions, families and friends shape our lives. You will develop a sociological perspective that will allow you to analyze society in a way that reveals the often times hidden and/or overlooked social forces that shape our lives. This approach will help you explore how social structures influence the ways we view and navigate the social world. Using a variety of readings, class discussions, lectures we will expand our critical thinking and analytic skills in order to explore and challenge our assumptions about people/society/ourselves.
SOC-S 101 (12697) - SOCIAL PROBLEMS AND POLICIES
Instructor - Jacob Miller

TOPIC: Food, Film, and Fiction: Consumption as a Social Problem

Our tastes in food, in art, and in all forms of culture both produce and are products of our social location. This course will examine the sociology of taste and of cultural consumption, exploring the ways in which our consumption of culture reproduces the social order and along with it, social inequality.

SOC-S 101 (20100) - SOCIAL PROBLEMS AND POLICIES
Instructor - Elaine Hernandez

TOPIC: Medicine in America

This course is designed, in part, to help students prepare for social portions of the Psychological, Social, and Biological Foundations of Behavior section of the new MCAT Exam.

The purpose of this course is to introduce students to sociology using a medical sociology perspective. Medical sociology, or the sociology of health and illness, provides a lens to understand how health and illness in the United States are shaped by broader social factors. Over the course of the semester we will (1) discuss medical and public health institutions in the U.S. from a historical perspective; (2) learn about epidemiological and demographic (population-level) approaches to health; (3) consider complementary and alternative medicine within the dominant Western medical context; (4) explore the social construction and experience of physical illness, mental illness, and the medicalization of deviant behavior; (5) investigate the interaction between patients and their health care providers; and (6) examine the social determinants of health and health inequality.

This course is designed, in part, to help students prepare for social portions of the Psychological, Social, and Biological Foundations of Behavior section of the new MCAT Exam.

SOC-S 110 (16103) - CHARTS, GRAPHS & TABLES
Instructor - Andrew Halpern-Manners

This course provides an introduction to how sociologists collect, interpret, and display data about the social world. The goal of the course is to provide students with the tools they need to become better producers and consumers of quantitative information. The topics covered include the basics of statistics; research methods and sampling; and the visual presentation of quantitative data. Students will be introduced to these topics through a series of interactive examples and illustrations from current social science research.

SOC-S 110 (18332) - CHARTS, GRAPHS & TABLES
Instructor - Zoe Caplan

People often use statistical claims to lie. Most do it in ignorance, repeating what they've heard. But many do it knowingly to further their own agenda. In a society where the results of sociological research are used to make and justify decisions on all levels - from the Supreme Court to your everyday life - it is essential that you be able to judge the evidence for yourself. This course will make you competent consumers of statistical results and social science research. You
will learn how to find the source of an unlikely sounding claim and judge its validity in terms of its methods and presentation of results. Statistics or quantitative research can often seem scary or hard, but with a few basic tools, understanding the relevant results of even the scariest analysis becomes simple. This class will provide these basic tools and introduce you to relevant sociological concepts.

**SOC-S 110 (17669) -CHARTS, GRAPHS & TABLES**

**Instructor - Andrew Halpern-Manners**

This course provides an introduction to how sociologists collect, interpret, and display data about the social world. The goal of the course is to provide students with the tools they need to become better producers and consumers of quantitative information. The topics covered include the basics of statistics; research methods and sampling; and the visual presentation of quantitative data. Students will be introduced to these topics through a series of interactive examples and illustrations from current social science research.

**SOC-S 110 (10798) - CHARTS, GRAPHS & TABLES**

**Instructor - Tamara VanderDoes**

The goal of this course is to teach you to become critical consumers of social statistics and their presentation in our daily lives. You will become familiar with the central concepts and techniques that sociologists use to understand the social world. Additionally, you will become familiar with the fundamentals of sociology. Examples from various sub-fields within sociology are used to illustrate each concept. When you successfully complete this course, you will have:

* The ability to read and understand social statistics
* The ability to produce and present data in meaningful ways
* The ability to apply the sociological perspective to social problems

**SOC-S 215 (18335) - SOCIAL CHANGE**

**Instructor - Ernest Brooks**

In this course we investigate a series of major changes that have significantly altered family institutions, inequality and poverty, gender relations, the economy and class structure, government policy, and mass opinion. We also consider in what ways activists have influenced (and might further influence) the trajectory of social change, perhaps enhancing the degree of equality and protection of rights in a turbulent, historical era.

A key part of our focus is on the United States since the 1960s. But to fully understand how and why American society has (and has not) changed, we consider in detail a series of important lessons provided by European democracies such as Sweden and the Netherlands, where high levels of economic development coexist with much lower levels of poverty and inequality. This will enable us to appreciate better the remarkable diversity of developed democracies, a phenomenon that continues to be poorly-understood in the media and in most many discussions.

To better understand this phenomenon, we probe mechanisms underlying contemporary American society and its European counterparts, considering the likely forms of social change in the near future. In passing, we consider the potential significance of the presidency of Barack Obama, and how it might bear on themes and questions we consider in the course of the semester.
SOC-S 230 (14227) - SOCIETY & THE INDIVIDUAL
Instructor - Christine Von Der Haar
This class is specifically designed to prepare pre-med students for the MCAT.

The relationship between society and the individual is complex. We are born into a particular society, and we are shaped by it. But we also shape our society and pass our cherished values and traditions on through our children. How do these things happen? How do we develop a sense of who we are? And how do our roles define where we fit in society? The purpose of this course is to gain some understanding of how the individual and society are related. As an introductory course, a key objective is to learn the basic terms, concepts, and theories of social psychology. We will also try to apply this knowledge to events that occur during the semester.

SOC-S 230 (10799) - SOCIETY & THE INDIVIDUAL
Instructor - Alyssa Powers

This course is designed to introduce students to the concepts, theories, and practice of sociological social psychology. We will consider how societal forces and social interaction shape the individual as well as how individuals in interaction shape society. We will use three perspectives (symbolic interactionism, social structure and personality, and group processes) to investigate topics such as the social nature of the self, how interactions are ordered, cognition and perception, emotions, deviance, conformity, and how the groups we belong to influence our behavior.

SOC-S 302 (33611) ORGANIZATIONS IN SOCIETY
Instructor - Bence Sagvari

The course examines the evolution of the modern organizations, focusing on the changing sociological approaches over the last hundred years. The course is primarily based on various classic and contemporary readings, offering insights from the early observations in bureaucracy to the different theoretical perspectives of the 20th century and a brief overview of some contemporary developments affecting organizations and institutions. The subjects to be discussed during the course are as follows: Classic theories of bureaucracy and administration; Organizations as rational systems: scientific management and taylorism; Organizations as human and social systems: human relations movement; Organizations as open systems: organizations and their environments; Economic theories of organizations; Power inside organizations. Formal and informal structures, oligarchy; Organizational cultures; The socialist corporation. Life after decay; Contemporary organizations. Globalization, networks, information society.

SOC-S 312 (17034) - EDUCATION AND SOCIETY
Instructor - Jennifer Lee-Rawe

This course is an introduction to current issues in the sociology of education. The goal of this course is to ask some fundamental questions about the relationship between education and society. In this class, we will look at the structure, practices, content, and outcomes of schooling,
in light of their relationships to the wider society in which schools are situated. We will note the
link between schools and societal stratification, discuss the outcomes of schooling and how these
outcomes are produced, and consider sociological perspectives on contemporary education reform.

SOC-S 316 (33056) - THE FAMILY
Instructor - Patricia McManus

What is a family, what do families do, and why do family practices and beliefs create so much controversy? This course has three principal goals: (1) to examine diversity in American families in order assess our taken-for-granted practices and beliefs about families (2) to compare American family patterns, practices, and social issues with those of other nations (3) to sharpen critical thinking skills by scrutinizing the nature and quality of evidence offered in support of different theoretical perspectives on families. Grading is based on written journal responses to the readings, three multiple-choice quizzes, a final exam or paper and class participation.

SOC-S 316 (18341) - THE FAMILY
Instructor - Patricia McManus

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SOC-S 320 (11724) - DEVIANT BEH & SOCIAL CONTROL
Instructor - Eric Sevell

This course provides an in-depth introduction to the concepts of deviant behavior and social control. What is deviance and who gets to define it? Should we or can we control it? What are the consequences? Broadly, the course will be divided into two sections. The first section deals with deviant behavior, and will explore topics such as drugs, crime, and sexuality, among many others. The second section deals with social control, and will explore topics such as mass incarceration, legal procedures, and deviance within the criminal justice system itself. Within each section we will explore the history, theory, and empirical applications relevant to the topic. This course is designed to provide a fundamental understanding of deviant behavior, social control, and the social response to these issues both past and present.

SOC-S 321 (17038) - SEXUAL DIVERSITY
Instructor - Hubert Izienicki

In this course the students will have the opportunity to explore a range of issues regarding sexuality including behaviors, desires, identities, communities, and subcultures, as well
as societal attitudes and norms regarding sexuality. To better navigate this broad sexual terrain, the course is divided into three parts.

Part I: In the first part of the course, the goal is to introduce students to the theoretical and methodological approaches that have been used in studying sexuality. The students will read works written by Freud, Kinsey, and Foucault. We will also examine social constructionist perspective and its application within sexuality scholarship.

Part II: In the second part of the course, we will look at people's everyday experiences of sexuality, their own interpretations of it as well as society-provided social frameworks. We will examine how people use and question existing categories of sexual identity, the connections and disconnections between notions of sexual identity and gender expectations, how sociocultural expectations emerge in the interpretations that people make while having sex, the ways in which collective identities and sexuality-related social movements are formed, and how sexuality changes when people move from one social setting to another.

Part III: In this last part of the course, we will closely examine how sexuality is regulated and policed and its connection to the moral order. We will investigate these processes as they manifest themselves in adolescent sexuality, censorship in the mass media, and the criminalization and legalization of sex work.

SOC-S 324 (17670) - MENTAL ILLNESS
Instructor - Scott Setchfield

This course provides an introduction to sociological theories and research about mental health and illness. It covers three broad areas of sociological research: the definition and measurement of mental illness; the social correlates of mental health and mental illness; and personal, community, and societal responses to mental illness. The general aim of this course is to understand mental illness as a social phenomenon, not just as a psychological or medical problem. We will study mental illness from a sociological perspective and think of mental illness as a consequence of interpersonal, institutional, and cultural factors rather than simply troubles of specific individuals. This course will require students to read, understand, and critique original sociological journal articles about theory and research.

The goals for this course are to:
1) Understand the major debates in the field of mental illness.
2) Critically assess and discuss the social factors that contribute to the rates and the experience of mental illness in our society.

SOC-S 325 (16105) – CRIMINOLOGY
Instructor - Annalise Loehr

What is crime? How do we measure the extent of crime? Is the image of crime we see in the media accurate? Why do some people engage in criminal activities while others do not? Why do crime rates differ between cities, regions, and countries, as well as over time? What is the most effective way to lower the incidence of crime? In this course we will address such questions from a sociological perspective. Topics covered will include inequality and crime/victimization, white-collar crime, property crime, interpersonal violence, and theories in criminology. We will focus on the social context of crime and criminals, especially the causes, consequences, and possible solutions to criminal behavior. Be aware that the topics covered in this course may challenge some of your taken-for-granted assumptions-this is the job of sociology!
SOC-S 335 (12699) - RACE AND ETHNIC RELATIONS
Instructor - Dina Okamoto

Race and ethnicity are complex issues, as they continually shape our perceptions, beliefs, interactions, and life chances. In this course, we will discuss the myth of biological race, how racial categories emerged, and their durability in American life. In particular, we will focus on how racism and discrimination are manifested in social institutions and every day interactions, patterns of economic and social progress for different ethnic and racial groups, and the processes that reinforce them. At the end of the course, we will explore efforts to alter patterns of racial and ethnic inequality through social policy and gain insights into what race relations look like in Brazil.

Over the course of the semester, we will evaluate and understand racial and ethnic relations from a sociological perspective, focus on the answers to questions such as: Is the dominant racial hierarchy natural and inevitable? If not, how is racial and ethnic inequality sustained and reproduced? Is the significance of race declining in U.S. society? Have we entered the post-racial era? How does contemporary immigration affect race relations? What does the future of race relations look like? How do other countries address racial inequality?

The purpose of the course is to introduce and expand students' understanding of race and ethnic relations in American contemporary society. Some knowledge of historical race relations and immigration will be useful, but is not required.

SOC-S 335 (33709) - RACE AND ETHNIC RELATIONS
Instructor - Elizabeth Martinez

Race is a dynamic process that continues to influence life in the United States. Incredibly complex in nature, race/ethnicity shapes our perceptions of ourselves and others, our interactions, and impacts our life chances. In this course, we will begin by discussing the biological myth of race through focusing on the key historical figures and events that have shaped our contemporary ideas about race. We will then move to a more contemporary discussion about what race/ethnicity "means" for us in the 21st century. Through articles, books, and television/movies, we will explore not only our assumptions about what we think race means, but also the ways in which people form and experience racial identities, the impact of race on life chances, and the state of current race relations in the United States.

SOC-S 339 (17085) - THE SOCIOLOGY OF MEDIA
Instructor - Christine Von Der Haar

This class is designed to increase your knowledge and understanding of the media's impact on society. Not only will you learn more about the media's role in American society, but this class will give you the opportunity to express your opinion about it.

During the semester we will consider how the media shape and are shaped by American culture. This course is specifically designed to help students improve their critical thinking skills. Every class will, therefore, involve both the analysis of media and a discussion of students' opinions. The first part of the semester will be devoted to understanding how media influence our perceptions of the world that surrounds us. The last part will be devoted to advertising and entertainment media, with a focus on the way that ads, television programs, and films distort our perceptions of race, gender, and social class.

SOC-S 340 (30596) - SOCIAL THEORY
Instructor - Fabio Rojas

This course has two goals: introducing students to social theory and improving your writing skills. What is social theory? A social theory is an attempt to explain some kind of social fact. For example, why did the industrial revolution happen? Why is the United States the wealthiest and most powerful nation in the world? Why do African-Americans consistently make less money than whites? Answers to these kinds of questions are called social theories. This course is also writing intensive. My other goal is to help you develop critical thinking skills and express yourself in words. Therefore, there will be frequent writing assignments.

This course is not for the meek. I expect students to work through some hard tests and to write a lot. What's the pay-off? You will have skills that you will use the rest of your life. Even if you cannot remember what Max Weber said about religion, you will be able to ask big questions about the social world and write clearly.

SOC 344 (11245) - SOCIOLOGY OF CHILDHOOD
Instructor - Jason Blind

How do youth shape society? What social forces impact children and adolescents as a social group? This course will explore these questions by examining the experiences of children and youth from a sociological perspective. The course will examine how social institutions such as education and the family influence the lives of youth, and we will consider how children's social experiences vary by social and cultural context from early childhood to middle adolescence. We will also consider the ways social policies regarding education and work influence the circumstances of young people. The course will not only consider the influence of adults and environments on children, but also the creative ways in which children contribute to their local contexts and society at large. Throughout the course, students will be challenged to draw upon a sociological imagination to reflect upon their childhood experiences from the perspective of a sociologist.

SOC 346 (33612) TOPICS IN CROSS-CULTURAL SOC
TOPIC: Youth in National & International Perspectives
Instructor - Bence Sagvari

This course will provide an overview of young people as a distinct social group. The course will focus primarily on the Hungarian and European situation of youth with lots of empirical research evidences, however the overview of the theoretical foundations and certain theories will inevitably draw upon global youth sociology and the life of young people in the US. The course will cover various topics starting from the importance of generations and youth theories, to practical issues and challenges such as youth (sub)cultures, values and attitudes, family relations (marriage, relationships), political participation, racism and multiculturalism. During the course the social impacts of technological development and the digital culture on the life of young people will also be discussed.

SOC 358 (30604) - SOCIAL ISSUES IN HEALTH & MED
Instructor - Peggy Thoits

The purpose of this course is to examine health, illness, patienthood, medical professionals, and health care systems with a sociological eye. Why are rates of disease, disability, and death unequally distributed by gender, age, race/ethnicity, SES, marital status? What factors ease or
create barriers to medical treatment seeking? How are medical students shaped into physician professionals? What are the determinants of good versus poor doctor-patient relationships? How has managed care changed hospitals, nursing practices, and the profession of medicine? Is it possible to reduce dramatic inequalities in people's access to adequate medical care in the U.S.? Why is the U.S. the only first-world nation without universal health care? How might the Health Reform/Affordable Care Act affect these inequalities? Our goal is to expand our understanding of health and illness and of conventional medical and insurance practices by seeking answers to help improve health care in America through students' future efforts as public health workers, physicians, nurses, dentists, administrators, medical journalists, or simply as well-informed patients. Students will take two exams and will write three thoughtful essays based on central readings in the course.

SOC-S 370 (10800) - RESEARCH METHODS IN SOCIOLOGY
Instructor - Lisa Miller
LECTURE
In this course, we will examine sociological research methodology. We will learn about the many varied techniques employed to conduct sociological research, including their relative strengths and weaknesses, when the use of one method is more appropriate for a specific research question, and how to design research accordingly. In other words, the goal for this course is to familiarize you with how and why social research is done, enabling you to evaluate the quality of social scientific studies and evidence. You will come to understand the importance of theories and hypotheses, learn different ways of collecting data, and practice the fundamentals of elementary data analysis using Excel. Note: No previous statistics classes or statistical experience is necessary for this course, although if you have taken or are presently taking statistics, this will be useful to you during the semester.

SOC-S 370 (10801) - RESEARCH METHODS IN SOCIOLOGY
Instructor - Daniel Rudel
LAB
All students enrolled in the lecture component of S370 are required to also enroll in a lab section. The lab section is primarily designed to give you more in-depth exposure to the techniques used in social scientific research. You will use lab time to learn more hands-on techniques and activities for practicing sociological research, in addition to working individually and in groups on homework assignments.

SOC-S 370 (10802) - RESEARCH METHODS IN SOCIOLOGY
Instructor - Daniel Rudel
LAB
All students enrolled in the lecture component of S370 are required to also enroll in a lab section. The lab section is primarily designed to give you more in-depth exposure to the techniques used in social scientific research. You will use lab time to learn more hands-on techniques and activities for practicing sociological research, in addition to working individually and in groups on homework assignments.
SOC-S 370 (10803) - RESEARCH METHODS IN SOCIOLOGY
Instructor - Daniel Rudel
LAB

All students enrolled in the lecture component of S370 are required to also enroll in a lab section. The lab section is primarily designed to give you more in-depth exposure to the techniques used in social scientific research. You will use lab time to learn more hands-on techniques and activities for practicing sociological research, in addition to working individually and in groups on homework assignments.

SOC-S 371 (15013) - STATISTICS FOR SOCIOLOGY
Instructor - Keera Allendorf
LECTURE

We frequently encounter statements or claims based on statistics, such as: "Women earn less than men." On what information are such statements based? What kinds of evidence support or refute such claims? How can we assess their accuracy? This course will examine the answers to these questions through an introduction to statistics used in the analysis of social science data. Students will learn how to use data to describe the characteristics of samples and populations, as well as how to use data from a sample to make inferences about a population. Topics covered will include measures of central tendency and dispersion, estimation, hypothesis testing, and an introduction to ordinary least squares regression. Students will also be introduced to statistical analysis software. Students who complete the course should gain the ability to interpret, question, and discuss statistics accurately and an understanding of which type of statistic is appropriate for different kinds of data and research questions.

SOC-S 371 (15014) - STATISTICS FOR SOCIOLOGY
Instructor - Elizabeth Zack
LAB

SOC-S 371 (15015) - STATISTICS FOR SOCIOLOGY
Instructor - Elizabeth Zack
LAB

SOC-S 371 (15016) - STATISTICS FOR SOCIOLOGY
Instructor - Elizabeth Zack
LAB

SOC-S 431 (30611) - TOPICS IN SOCIAL PSYCHOLOGY
Instructor - Donna Eder
*This course fulfills the Intensive Writing requirement.

Topic: Race, Class, and Gender

This course will examine the influence of gender, race, and class from a perspective of culture and power. We will look at the interlinkages between these different social identities, showing, for example, that gender has a different impact depending on one's race or social class. We will be considering a range of racial and ethnic identities throughout the course, including African-American, Asian-American, Native American, Latino, and Appalachian.
The course will begin with an examination of the ways these social identities are conveyed through narratives and interactions. We will then examine the nature of social class processes, looking at the shaping of middle-class culture as well as working-class culture. Our focus will be on family dynamics and feelings associated with childhood. Then we will focus on the intersection of gender and race, looking at appearance issues for females and the shaping of different masculinities. Finally, we will look at the way gender and sexual preferences reinforce each other.

In the second half of the course we will begin by examining racial and class identities by focusing on the process of identity construction. We will then consider different conceptions of whiteness as well as racial, class, and gender dynamics within schools. This will be followed by examining changing aspects of racial and gender dynamics. The last part of this section will focus on social change within schools and within the broader society.

Required course readings include the following:

- Unequal Childoods by Annette Lareau
- Readings on Oncourse

**Course Requirements**

Students are expected to do all the readings before coming to class and to participate actively in discussions. There will be two in-class exams, each consisting of 2-3 essay questions. Review questions will be distributed prior to each exam. Students will also be expected to write three narrative analysis papers over the course of the semester. You can choose to do three narrative interviews exploring the social identities of your participants from a race/gender/class perspective. A second option is to do interview three people from the same family, focusing in particular on either their racial, class, or gender experiences. The first paper will be a short literature review and analysis of your first interview. It will be a minimum of 8 pages in length and will be rewritten after receiving feedback on both the writing and the analysis. The second two papers will be based on the other two interviews. All students will give a short presentation summarizing their three analyses at the end of the semester.

This course fulfills the Intensive Writing requirement.

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**SOC 431 (34046) - TOPICS IN SOCIAL PSYCHOLOGY**

*This course fulfills the Intensive Writing requirement.*

**Instructor - Pamela Jackson**

**TOPIC: Why We Do What We Do**

This seminar will focus on the general question of why we do what we do, focusing specifically on the way in which identities dictate our behavior; and subsequently the way our identities are perceived (or interpreted) by other people. We focus on four major identities: race/ethnicity, gender, religion, and social class. We will explore the differences that socialization (into certain identities) make in the way people perceive the world around them; furthermore, we will consider the ways in which strangers respond to the identities of other strangers. These perceptions by others often determine their expectations of us and how they treat us.

We will survey several theoretical approaches that address issues of perception, identity, and communication styles. The primary focus will be on sociological and social psychological approaches. However, we will also cover some biological bases for behavior. The readings emphasize theoretical issues as well as the application of theory to a variety of substantive areas. There is a general focus on experiences across the life course, including the college experience.

Some of the goals of the course are to understand current sociological theories that explain behavior; to employ independent, objective, and rigorous reasoning regarding identities, how they developed across time, and how they influence contemporary issues; to heighten self-awareness of
personal behaviors and how these behaviors affect interpersonal interactions; to apply knowledge with the goal of challenging personal stereotypes, ideologies and assumptions; and to appreciate the complexity of problems (go beyond conventional assumptions). All objectives will be pursued in some way through lectures, readings related to lecture topics, discussion in class of lectures and readings, video presentations, group assignments, and/or class presentations.

**SOC-S 500 (10807) - PROSEMINAR IN SOCIOLOGY**
*Instructor - Ethan Michelson*

**SOC-S 502 (10808) - LAUNCHING YOUR ACADEMIC CAREER**
*Instructor - Ethan Michelson*

**SOC-S 506 (10809) - TCHNG OF UNDERGRAD SOCIOLOGY**
*Instructor - Jennifer Lee-Rawe*

The primary goal of this class is to assist you in becoming an effective undergraduate sociology instructor. More specifically, this course aims to help you: improve your skill at various teaching activities (e.g., lecturing, leading discussions, and evaluating and motivating students); become sensitive to sociological/social psychological phenomena that appear in college classrooms; formulate a teaching style and philosophy that you can expand and refine with experience; and learn about the policies and politics of higher education. Perhaps most importantly, this course is intended to provide you (as a new instructor) with a forum for sharing your experiences with, and obtaining support from, your peers.

Course periods will be organized around mini-lectures, group or guest presentations, and discussions of experiences relevant to the topic of the day. In addition, we will leave time each class period to discuss questions and problems that come up during the course of your teaching that are not directly related to the topic of the day. This course is restricted to sociology graduate students who are teaching for the first time.

**SOC-S 530 (10810) - INTRO TO SOCIAL PSYCHOLOGY**
*Instructor - Peggy Thoits*

This course provides a graduate-level introduction to the theories and some key empirical findings of sociological social psychology. It is organized around the major theoretical orientations in contemporary social psychology and their application to selected research questions. Emphasis is placed on understanding the basic assumptions of each orientation. Although we will focus on the sociological literature and the distinct insights that sociology brings to the interdisciplinary field of social psychology, we will review some psychological theories and research that have served as complements to or an impetus for sociological developments. You will write six essays of 4-6 typed, double-spaced pages focused on readings in the seminar, plus one final paper in which you apply one or more theoretical approaches from the seminar to a substantive or research problem of your choice.

**SOC-S 540 (10811) - SOCIOLOGICAL THEORY**
*Instructor - Thomas Gieryn*
SOC-S 558 (10812) - ADVANCED RESEARCH TECHNIQUES
Instructor - Stephen Benard

This course is designed to introduce graduate students to major issues in the design of sociological research, and the collection and analysis of relevant data. The first part of the course focuses on general issues in research design that apply across methods: developing a question, causal claims, experimental v. non-experimental designs, identifying and selecting cases, measurement, and research ethics. The second part of the course turns to issues that pertain to specific data collection and analysis procedures. Consistent with this general description, the course has six primary objectives: (1) to introduce common elements of research design which transcend specific data collection approaches; (2) to provide a basic overview of the goals, procedures, strengths, and limitations of major sociological approaches to data collection; (3) to provide a forum for the discussion of controversies about sociological research, including debates about specific design and data collection decisions; (4) to teach students how to formulate researchable questions, design research projects appropriate to answering them, and present research plans effectively; (5) to improve skills in reading and critiquing sociological research; and (6) to provide insight into what the discipline of sociology is by teaching about how it is practiced. By its nature, this course provides an overview of several topics rather than in-depth coverage of a few.

SOC-S 566 (10813) - SOCIOLOGICAL RESRCH PRACT I
Instructor - Brian Powell

S566 is part of a three-course sequence for first-year graduate students who will work on their Master's paper and be part of a summer (2015) research team. The 2014-2015 Sociological Research Practicum will focus on family and education. For more information about the course, please contact Brian Powell (powell@indiana.edu).

SOC-S 617 (33055) - SOCIAL STRATIFICATION
Instructor - Arthur Alderson

Arthur Stinchcombe famously remarked that "sociology really only has one independent variable, class." To be sure, class analysis proper has always been just one part of a much larger project. Nonetheless, it remains the case that the "core" of the field of sociology lies in the study of the complex processes that generate inequalities of power, privilege, and prestige in human societies. This course introduces this core by surveying the major classical and current approaches to social stratification and inequality.

SOC-S 651 (15021) - TPCS IN QUANTITATIVE SOCIOLOGY
Instructor - Weihua An

TOPIC: Social Network Analysis

Interests in social network analysis have EXPLODED in the past few years. Aimed to examine social relationships and interactions from a structural perspective, social network analysis has become an essential tool for us to understand a variety of social issues, including organizations, business, economic development, innovations, politics, crime, health, friendships, communications, inequality, mobility, to name only a few.
This course covers the basic concepts and theory in social network analysis, the major approaches and methods to collect, represent, and analyze social network data, and the latest advances in statistical network models. Students will learn hands-on skills to conduct their own network research using popular software such as UCINet and R.

This course requires a basic understanding of logistic regressions at the level of Statistics 503 or Sociology 650 (Categorical Data Analysis). It is also a prerequisite for a more advanced course in statistical network analysis to be offered by the Statistics Department.

**SOC-S 660 (34410) - ADVANCED TOPICS**
*Instructor - Ernest Brooks*

**Comparative Politics and Society**

This is a seminar for social scientists interested in comparative research (including, of course, cross-national scholarship). We will start by digesting exemplars of comparative research, including small-N case studies, comparative (individual-level) survey research, multi-level analysis, and comparisons involving aggregates (including nations and sub-national governmental units). Next we turn to research on families and the life course, where scholars have made growing use of richly-textured data from both developing and developed countries alike. Income inequality scholarship has similarly benefited from comparative perspective, and here we consider the tradition of research on inequality and social mobility. A detailed focus on political parties and electoral systems, law and policy-making, and voting behavior and political psychology round out the second half of the seminar. Here we will also consider the complementary dimension of historical time, discussing strategies for theorizing and measuring temporal and developmental processes in our research designs. Requirements for this course include regular participation, presentations, and a final paper.

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**SOC-S 706 (30619) - SOC RESEARCH IN HIGHER EDUC**
*Instructor - Bernice Pescosolido*

This is the capstone course in Sociology's Preparing Future Faculty Program. With the focus in the first course on the "nuts and bolts" of teaching in conjunction the initial experience with an independent class and the focus in the second class on the research and theory on pedagogy, the students in this course stand in a unique position to brings together their experience; their substantive, research-based knowledge on teaching and learning, and their training in research methods at this point in their graduate careers to engage in creative activity around these issues.

The final paper or project, of publishable quality, must address some important issue of higher education. Potential research topics include student learning, historical studies of changing profiles of higher education, the implication of gender, race and class in higher education, examining hypotheses about roles and rewards. However, taking seriously Ernest Boyer's call to rethink the meaning of scholarship, projects can also focus on the development of materials for teaching as long as they meet the criterion of being prepared for dissemination to a scholarly audience via publication.

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**Statistics courses by Sociology instructors**

**STAT-S 681: Topics in Applied Statistics: Statistical Methods for Causal Inference**
*Instructor: Weihua An, Assistant Professor of Statistics and Sociology, weihuaan@indiana.edu*

Description: Correlation is not causation. The quest for causation has formed a main stream in statistics and is becoming an increasingly important and popular area in statistical research and
practices. Based on the potential outcomes framework, this course presents the state-of-art in statistical methods for causal inference. The topics to be covered include matching, propensity score methods, directed acyclic graphs (DAGs), instrumental variables methods, regression discontinuity designs, causal inference in panel data, causal mediation analysis, causal inference under interference, etc. To illustrate these methods, we will draw a variety of examples from sociology, politics, economics, public policy, public health, etc.

This course requires a basic understanding of logistical regressions and some familiarity with Stata (or R).

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STAT-S 503 14637 STATISTICAL METHODS IIB
Instructor: S Long

**TOPIC : Generalized Linear Models and Categorical Data**
Above class requires permission of instructor

**Laboratory (LAB)**
14665 PERM  Long S
Above class requires permission of instructor
16322 PERM  Long S
Above class requires permission of instructor